

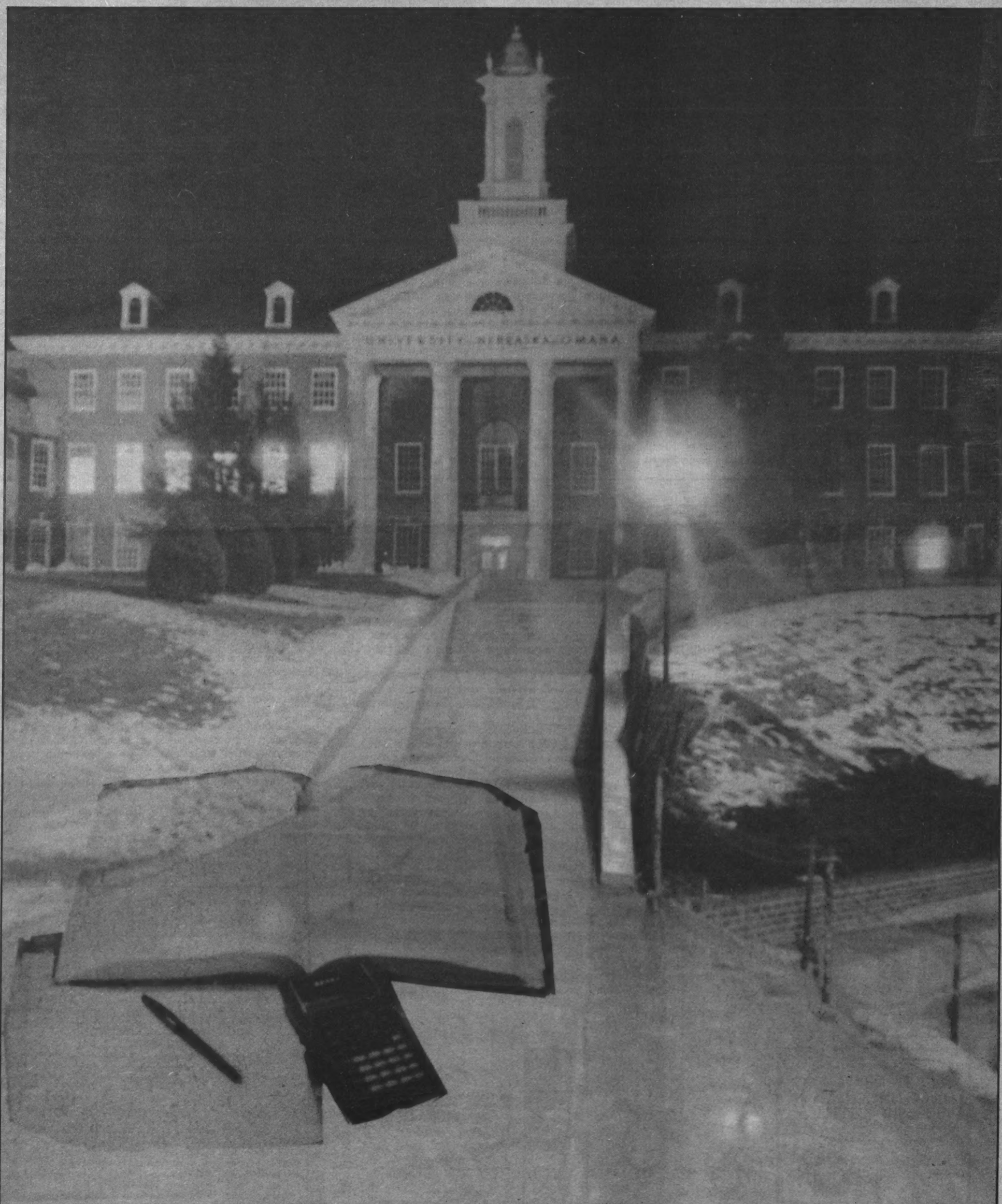
UN Gateway

Week
End

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Friday, January 21, 1983



Back to basics . . . Students learn to learn

Scott Shurts

Stories
Pages 4,5

Simonds creates dwelling for 'Little People'

By Kenny Williams

His "dwellings" have been compared to the ancient homes of the Inca Indians.

To miniature backgrounds for a fantasy film. Or even glorified train sets without the trains.

These interpretations and every other interpretation of the works of Charles Simonds are correct.

Simonds, 38, a contemporary artist from New York City, opened his show of truly unique clay sculptures at the Joslyn Art Museum on Saturday, Jan. 15.

The show is comprised of three main parts which combine works created over a span of 12 years.

Circles and Towers Growing, a sequence of 12 separate pieces, constitutes the largest part of the show. Each piece is made of colored clay on a plywood base with colored sand, pebbles, sticks, bones, and shells. Each measures approximately 30 inches square.

Review

They record in isolated states of abandonment and decay the miniature "dwellings" of two cultures of Simonds' imaginary *Little People*.

The *Little People*, explains Simonds "are never seen and have just left before we arrived or perhaps left many years ago."

"The *Little People* can look and be anything the viewer imagines them to be," Simonds commented as he stood amidst the *Circles and Towers Growing* sequence. "These pieces allow the viewer to step into the civilization and create, wonder, and decide what they were and what they used the dwellings for."

Simonds was raised in the Upper West Side of New York City and attended New Lincoln School in Manhattan. In the illustrated catalog accompanying the exhibit, Simonds recalls the influence of "an older brother who worked realistically in clay at home — and my own interest in clay as the most traditional art material."

He attended the University of California at

Berkeley where he majored in art.

It was in the winter of 1971 that the *Little People* first appeared in temporary landscapes and dwellings on the streets of New York's Lower East Side. He created over 200 of these tiny dwellings in New York City alone.

He worked in the streets and alleys of the city, in abandoned buildings, stairwells and stoops. Some of the works, perched on window ledges high above the streets of New York, have remained intact and unharmed for over 10 years. But most of the works have succumbed to the elements, been vandalized or broken in attempts to take them home.

Simonds' dwellings soon began to appear in streets around the world. In Paris, Genoa, Berlin, London, and recently Guilin and Shanghai.

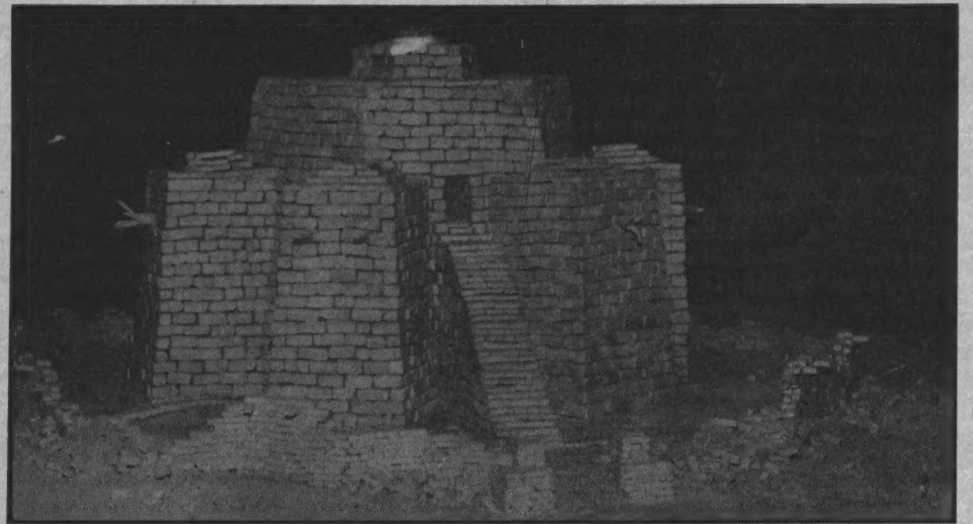
By working in the streets, Simonds is in constant contact with passers-by. He draws ideas from their reactions and by so doing, adds to each piece a subtle element of the architecture and people of the region.

"The streets are really where my work finds its meaning and direction," Simonds remarked, "in peoples' reactions to it. It awakens and politicizes that consciousness."

The second part of the exhibit is a three-piece sequence entitled *House Plants* created in 1981. The exhibition catalog describes the pieces as a "fantasy about the formal and functional analogies between the body, the plants and the built."

The third part of the exhibit is a collection of photographs and writings documenting dwellings built in Europe, Asia, and the United States. Along with the photographs are a series of films Simonds made in the early 1970s. The films document the mythologies which embody the basic ingredients and relationships of all of Simonds' work.

Also included in the exhibit is a piece that Simonds created in the Fountain Court at Joslyn over the three-day period he was in Omaha. The piece will remain at the museum through the end of the exhibit, March 13, when it will then be destroyed.



Roger Hamer

Home sweet home . . . one of Simond's clay sculptures in the "Circles and Towers Growing" exhibit at the Joslyn Art Museum.



Awful Truths By Jerry L. Watkins

Two years from now Ronald Reagan will no longer be President of the United States. At high noon on Jan. 20, 1985, someone else will take the Presidential oath.

In his or her inaugural address, the new president will tell us how they hope to patch, patch and epoxy the country back together. Perhaps they'll start out by declaring the whole nation eligible for natural disaster relief.

The media and a few die-hard courtiers will go to the

airport for Reagan's farewell remarks. They'll sound more than vaguely familiar. They'll sound a lot like the remarks he made four years before, when he was arriving at the same airport for his own inaugural. Reagan may even cry a little as he leaves us. Nixon did.

Two years from now we'll be done with the likes of Ronald Reagan. He cannot be re-elected. There are, to be sure, few certainties in American politics. The impossibility of a second term for Reagan is the only one I can think of at the moment.

Reaganomics has whittled millions of hard-working, decent Americans down to beggary and destitution. Many are now homeless, ill-nourished vagabonds, criss-crossing this country in search of jobs that simply are not there.

Thousands each week are laid-off from jobs that will probably never exist again. Farmers riot at the courthouse steps. Many of our great industrial centers are now as still and dead as the ghost cities of some vanished civilization. The network news these days offers technicolor re-makes of those grainy newsreels we've all seen from the Great Depression.

There are hungry children in this country as a direct result of Reagan's policies.

It isn't Reagan's fault, they say. He inherited the problems

that have led to those unemployed workers; those desperate families living in their cars.

It is Reagan's fault. It is his fault because he is attempting to solve the complicated problems of a modern industrial society with simplistic, snake-oil solutions.

Give Reagan more time, they say, to make his programs work. The natural tool of a successful leader is action, not time. His natural concern is people, not dogma.

Dictatorships are always willing to buy time by blood-ying their citizens on the altar of inflexible ideology. Democracies aren't. Not for very long, anyway.

Perhaps you figure those people lining up for the free cheese are all welfare loafers who don't really want to work. Even if they're for real, you can't really get concerned. You'll never be in that situation.

What makes you think you are immune? At this very moment there are people standing in soup lines who used to think they way you think now. That was a few years ago, when they were in college.

It was hunger and fear and outrage that drove Herbert Hoover from the White House in 1932. Reagan is dead certain to take the same route for the same reasons two years from now.



Neurotica By Karen Nelson

Charlotte Greenwood sat at a table in the student center, drinking coffee and looking sadly at a small leaflet.

"Can you believe this?" she said. "Can you believe it? I have just found out that my I.Q. is only 124."

I couldn't see why that would be a problem. "Well, 124 doesn't seem to be so bad. That's average, at least."

Charlotte glared at me. "But to have a lousy 50 cent test from a vending machine tell you that you're only average? Do you know how depressing that is?"

It took a few minutes, but I finally got the whole sad story. Charlotte stopped at Woolworth's to pick up a few things when she saw the sign. "Your Choice, 50¢," she read. Between the rub-on decals and the sheets of laminating plastic for I.D. cards, she saw another sign.

"WHAT'S YOUR I.Q.? FIND OUT WHAT YOUR SCHOOL WOULD NEVER REVEAL!" a black and yellow sign said.

"I decided to try it," Charlotte said. "I didn't think it could be any worse than those tests in magazines which purport to tell you what kind of personality you have. And — well, you try it." She reached into her purse and gave me a leaflet like hers.

I had 50 minutes to determine the answers to multiple choice questions such as "If your watch stops at 4 p.m. on Monday, how many hours would it be off at 11 p.m. Tuesday? A: Seven; B: 13; C: 19; D: 25; E: 31," "Which number least fits into the following numerical sequence? 4, 6, 5, 7, 6, 9," or, my favorite, "If some Dops are Zibbers and all Loopies are Zibbers, then some Dops are definitely Loopies. The above sentence is logically: A: True; B: False; C: Neither."

(In case you can't live without knowing the answers, they will be found at the end of the column.)

After 50 minutes of guessing which word was least like the others, figuring out design analogies and deciding that if Tom was Mary's aunt's nephew, he couldn't be Mary's father, I felt definitely Loopy myself.

"So, how did you do?" Charlotte asked me when I finished checking the answers and found my I.Q.

I looked at her. "Are you kidding? Do you really think I'm going to tell you?"

"Come on, Karen. I told you," Charlotte was smiling.

"Well, um — it's not important. I mean, it is only a lousy 50 cent test from a vending machine. It means nothing. How can I take the results seriously?"

"You mean when the results say you're average?" Charlotte picked up my answer sheet. "Uh-huh. Good. If you did better than I did, I probably would have killed you."

Oh, yes, the answers to the questions from the test. If your watch stopped at 4 p.m. on Monday, it would still be seven hours off at 11 p.m., no matter what day it was.

What number doesn't fit the sequence 4, 6, 5, 7, 6, 9? Look at it for a moment. Six is two more than four. Five is one less than six. Seven is two more than five. Six is one less than seven. Nine is three more than six. Nine doesn't belong.

If some Dops are Zibbers and all Loopies are Zibbers . . . well that doesn't make some Dops Loopies. The answer to that one is false.

(Don't ask me what Dops, Zibbers or Loopies are. I still can't figure out how I got — no, I'm not going to tell you how I did. How depressing. I thought I'd at least get 140.)

PERRY



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'Forgotten Founders' garners positive reviews

Communications professor explores Indian heritage

By Chris Mangen

"Forgotten Founders is a tour-de-force of ingenious and elegant scholarship, offering justice at last to the Indian contributions to the American Constitution."

—Arthur Schlesinger, Jr.

Bruce Johansen, 32, who wrote *Forgotten Founders*, said he was caught off guard by the positive reviews the book has received.

Johansen is an assistant professor in UNO's communication department.

"I spent five years trying to get the idea (for the book) accepted," he said. Then, "real quickly," the book started getting good reviews from historians and authors.

The book, which is available in the UNO bookstore, is also "selling, but not setting the world on fire," Johansen said. It was published this fall.

The book was originally written for his Ph.D. dissertation, Johansen said, though he had planned to make it into a book from the outset.

First, he had to prove that there was enough research material to write the book. His professors were skeptical.

"Doubtless out of concern for my academic safety," Johansen said in the introduction to the book, "I was advised to test my water wings a little closer to the docks of established knowledge."

The professors were probably "scared I'd go out and set around campfires and try to pass off that as research," he said.

But Johansen spent several months researching the book in more traditional academic ways, and found enough to convince himself and his professors that he could write the book.

From then on, it was just a matter of figuring out how he wanted to tell the story.

The book was written with two specific goals in mind, he said.

First, he wanted to "weave a few threads into the tapestry of American revolutionary history, to begin the telling of a larger story that has lain largely forgotten, scattered around dusty archives, for more than two centuries . . ."

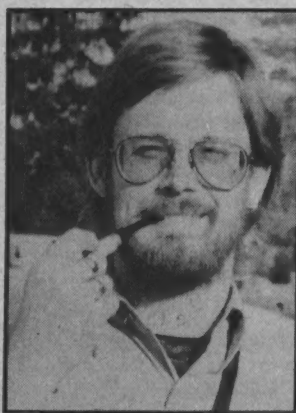
Second, he wanted to "Demolish what remains of stereotypical assumptions that American Indians were somehow too simple-minded to engage in effective social and political organization."

Judging by some of the reviews the book has received, it seems as if Johansen has met his goals.

Johansen is now writing a fourth book, an expansion of "*Forgotten Founders*."

He has also written two other books, *Wasi'chu: The Continuing Indian Wars* and *El Pueblo: The Gallegos Family's American Journey. El Pueblo* is about Chicanos living in the Northwest United States.

Johansen said his experience as a journalist "helps my speed" when writing books. He has done free-lance writing for national magazines and prominent newspapers, and worked sev-



Johansen

eral years for the Seattle Times.

When he was enrolled at the University of Washington, he held several posts on the school paper, including that of editor-in-chief.

Johansen earned his B.A. and Ph.D. at the University of Washington, and an M.A. from the University of Minnesota.

He has accomplished all of this; written three books, taught at two universities and earned three degrees, despite the fact that he stutters.

While at UNO, Johansen has been taking speech therapy in his spare time.

"I-am-get-ting-so-that-I-can-talk-like-this-ver-y-flu-ent-ly," he said, in the monotone voice that his therapists tell him to use to reduce stuttering, "but it sounds like a video game speaking."

Johansen can joke about his stuttering now, and he even finds the stares and put-downs by people who don't know him "kind of humorous," he said.

But there was a time when the same put-downs "almost made me cry," he said.

"I've done okay despite it (stuttering)," he said. "Having it has made me a very careful listener. You learn a lot more by listening than by talking."

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Reading skills sharpened

By Jan Olson-Kelley

Reading is like athletics. If Kansas City baseball star George Brett plays third base every day, he is at peak form. If he breaks his leg and is off for six or eight weeks, he still has the basic tools to play the game, but he will be rusty and his timing will be off when he starts to play again.

The 180 students who are enrolled in the reading improvement classes at UNO face a similar dilemma according to John Query, director of the reading laboratory. "They already have basic reading skills, they just haven't used them enough," Query said.

Describing the reading improvement program, Query said it works 'piggy-back' with the English Department. The English Diagnostic Test for freshman English is used to pinpoint which students need reading improvement, Query said. Once they are identified, reading improvement must be taken before they can enroll in freshman English, he added.

Query, who has helped thousands of students since he began teaching at UNO in 1967, was quick to point out that reading improvement is a refresher course. "This is not a remedial course. I do not have time to teach somebody to read. If they cannot read when they get here, they shouldn't be here," he said.

It is common for a reading improvement student to approach the class with a negative attitude, Query said. Thinking of it as "dumb-dumb" English, he said they wonder, "What the hell do I have to be here for?"

There are several reasons why some students need to improve their reading skills, Query said.

Ninety-five percent of the students in his classes didn't read as much as they could have in high school, or they have a special area of interest and only read in that area. This lack of diversification causes their vocabulary to suffer, Query said.

Another reason, Query said, is that formal reading training stops at the end of the sixth grade in public schools, and in some areas it stops at the fourth grade. Public school students are also taught that they should not mark up the taxpayers books, he said. Students are taught how to mark their books effectively in reading improvement class, Query said.

A device called a Biometric Eye Camera helps Query and his students understand reading problems by measuring the student's eye movement while he reads. It can pinpoint specific reading problems and it helps Query to decide which reading program the student would benefit the most from, he said.

A regressive reader, one who goes back and re-reads what he has just read, needs a different reading program than a box reader, one who stops at every word.

The camera can also spot if the reader has a lazy eye muscle, which sometimes can be corrected with glasses, Query said.

In addition to reading improvement and reinforcement, the reading improvement students learn new skills, Query said. They are taught the SQ3R reading method (see sidebar) as well as listening, observation, and note-taking skills.

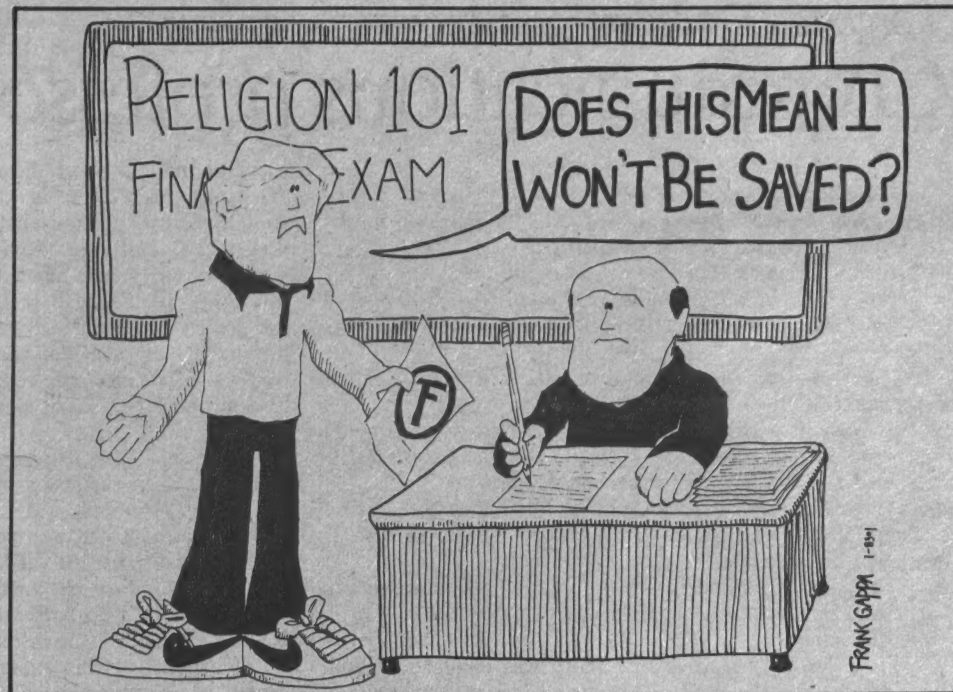
"The student has to play detective," Query said. The instructor's body language will tell the observant student when to pay attention. Everyone has their own set of non-verbal clues that tell when they're getting excited, Query explained.

Some instructors will start to pace, others will pound the table, and still others will talk very softly when they're trying to make a point, Query said. "You can bet this will show up on a test," Query said. "If students pay attention to these quirks, they will have an edge."

Many students inquire about speed reading, Query said. "Speed is not a worry. When an instructor gives an exam, he doesn't care how fast the students can read the questions. He is concerned with how much is retained and how the student can use it," Query said.

Speed will vary with the complexity of the material on the page, Query said he worries more about comprehension.

The best study habit, Query said, is for three or four students to compare notes, ideas and conclusions. If students approach studying like a puzzle, they can put the pieces together in a group. This is especially true when the student has trouble understanding both the instructor and the book, he said. What one student missed in lecture can often be found in another student's notes, he said.



Learning Resource Center offers variety of services

By Bernie Williamson

Did you know that reciting study material to yourself out-loud can enhance memorization up to 80 percent?

If not, perhaps it's time to investigate some of the services offered by the UNO Learning Resource Center located in room 117 of the Epley Administration Building. According to Judy Harrington, a learning resource specialist, the center offers group tutoring, review sessions for several UNO courses, seminars and workshops on study skills, learning strategies and speed reading.

"We also provide advising and counseling," said Harrington. The counseling includes tips on note taking, test taking or term paper writing, she said.

Several strategies are used by the center to help students with their studies, Harrington said. Workshops and seminars are offered to help students develop better study skills, handle stress, build self-esteem and be more assertive.

One strategy uses the Cornell Method of Note Taking. This method helps students to organize their notes and go back later to classify and review them, Harrington said. "Most people have never been taught how to take notes," he said.

The SQ3R reading method is also taught at the Learning Resource Center, she said. (See sidebar.) Listening and observation are also stressed at the center, she said.

Tutoring is available in a variety of subject areas including business, accounting, English, math, chemistry and foreign language, Harrington said. The staff of 11 tutors, most of them graduate assistants, work from five to 10 hours per week and can be seen by appointment only.

Students who are not doing well in a class often find that the problem is with their study habits and not with understanding the subject, Harrington said.

The center also provides a service called Supplemental Review for students enrolled in Spanish 111 and Psychology 101 courses, Harrington said. These review sessions are set up in cooperation with instructors and are held three times per week.

Harrington pointed out, however, that these sessions do not take the place of going to class. The service provides practice in mastering the skills and concepts taught in the classroom, she said.

The program seems to work best with students enrolled in subject areas taught to large groups of students, Harrington said. "When in a class of 100 to 200 people, students are reluctant to ask questions," she said. Review sessions are set up where students "get to interact with a much smaller group."

The center also offers speed reading to students on an individual basis. Students who use this mini-program test in, then read and keep their own records, following suggestions from the course.

No teacher is available for speed reading, and no credit is offered for this free service. It takes approximately six hours to complete the program and students usually spend about 20 minutes at a time on it, Harrington said.

The Learning Resource Center is open from 8 a.m. until 5 p.m. Monday through Friday. It is also available on a walk-in basis each Tuesday evening from 5 to 7 p.m.

For more information about the center, students can call 554-2248.

Correction

The "Health insurance expires this year" story in Wednesday's Gateway contains an error. Though John Russell, director of personnel services, was correctly reported to have said that the deductible amount paid by university employees is \$100, the actual deductible amount is \$125. The \$125 amount was begun Jan. 1, 1983.

Strategies help with textbook reading

Students need to be aware of the difference between reading for pleasure and reading for retention, said Judy Harrington, a learning specialist at the Learning Resource Center.

"Reading a text book is a different thing from skimming a newspaper or reading a novel," Harrington said.

Various strategies are available for learning. One system which has been proved effective for reading text books is the SQ3R method, Harrington said. To use the SQ3R method, first glance over the chapter titles, headings, sub-headings and summary in the book to learn what major points will be covered in each chapter. Then develop questions from the subject headings. Read through the chapter in order to answer the questions.

Next, close the book and briefly recite,

out-loud, the answers to the questions. The recitation process "creates an auditory input" for the material, Harrington said. When read aloud, the material is more likely to be retained in the student's short-term memory, she explained. "This gives the material a good start towards moving into the student's long-term memory," Harrington added.

The SQ3R system was developed during World War II, she said. It was designed for training of intelligence personnel who had to learn large amounts of information quickly.

Since then, the system has been taught and used in almost every university, she said. The SQ3R and other learning strategies are being used at the Learning Resource Center and all of the tutors are trained to use the method, Harrington said.

FUND A REFUNDS

Fund A refund forms for the spring semester will be available in the administrative offices of the Milo Bail Student Center during the weeks of Jan. 17 - Feb. 11.

The Nebraska State Student Association refund will also be available during this period.

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Math, psychology combined in 'innovative' textbooks

Professor works to reduce students' math anxiety

By Anne Johnson

The 9 p.m. class arrives early. The housewife sits next to the college professor. The medical technologist talks nervously with the high school chemistry teacher, while the psychologist flips absently through a textbook.

The group silently ponders a common concern: a negative attitude toward math.

Like millions of others, they suffer from math anxiety, according to John Konvalina, associate professor of math/computer science at UNO.

He said most people have a negative reaction to math based on experiences they had during their early years of school.

"Often students pick up on their teacher's anxieties toward teaching math," said Konvalina. "It is not uncommon to hear a student say 'I was fine until we got to fractions,' or 'I never understood geometry proofs.'"

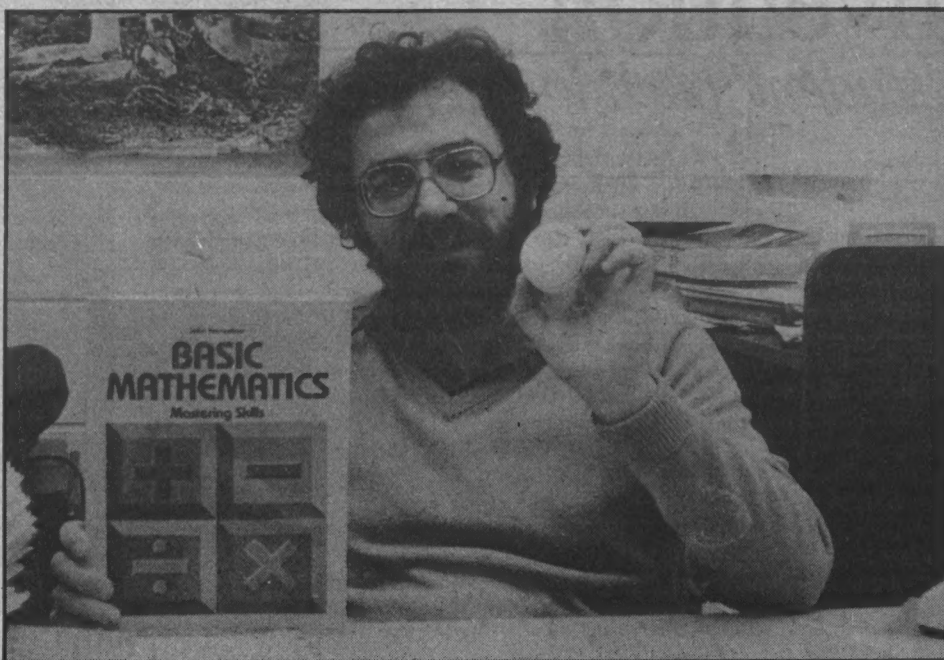
Five years ago, Konvalina taught a class designed to reduce math anxiety. He said he tried to create a non-threatening, non-competitive atmosphere for the students and he gauged their confidence level throughout the course.

When he surveyed students' attitudes the first day of class, Konvalina said responses included fear, lack of interest, lack of confidence and intimidation. On a scale of one to five, which rates confidence level, the average rating was 2.8, a low confidence rating.

As the six-week course progressed and students gained confidence in their math skills, responses changed to "looking forward to more math," "more interested," "more secure," and "more confident in math ability."

By the end of the course, said Konvalina, the average confidence level increased to 4.2, an above average level.

Konvalina conducted further testing at



Back to basics . . . Konvalina shows off one of his two new books for math anxiety sufferers, as well as a souvenir yo-yo from a publisher's convention.

Metro Tech Community College in Omaha, and found similar results. As a student's confidence toward doing basic math skills increases, he said, anxiety toward math decreases.

Konvalina said his research and class notes evolved into two recently published textbooks, *Basic Mathematics, Mastering Skills*, and *Basic Algebra, Mastering Skills*.

"The books are innovative," he said, "because this is the first time anyone has combined psychology with math."

In the past, said Konvalina, some authors

have used gimmicks like cartoons to reduce math anxiety, but "they probably have no significant effect on learning, or everybody would use cartoons in their textbooks."

The unique feature of Konvalina's books is the Confidence Level Inventory of Progress Test (CLIP). The test measures a student's confidence level toward the basic math skills. There is a definite correlation between a high CLIP score and a high score on the chapter work, said Konvalina.

Although response to the CLIP test has gen-

erally been positive, Konvalina said he is not without critics.

"Mathematicians are conservative," he said. "Not everyone was eager to publish the Basic Mathematics book. The original publisher advised me to take the CLIP test out of the book."

Konvalina said he refused and threatened to sue the publisher. A marketing survey was conducted in the San Francisco Bay area at five local colleges.

Four of the five math professors who reviewed the book thought it was a "valuable and useful feature," said Konvalina. The strongest response came from a college with numerous returning female students.

There are usually more women who suffer from math anxiety than men, said Konvalina. This is probably because women are not encouraged to take difficult math courses in high school and are not prepared for the difficult math courses in college.

He added that as older students return to school, they may suffer anxiety because they have not used their math skills in a long time.

"It (CLIP) may be effective," said Konvalina, "because women go through more self-evaluation than men." Konvalina said the book is designed for two- and four-year colleges which teach courses in basic math skills.

The book was finally published with the CLIP test intact, but the editor and vice-president of the original publishing company resigned and Konvalina was released as a free agent.

"I negotiated with six other publishers and took the best offer," he said.

It is too soon to tell if this book will be a bestseller, said Konvalina. "It's irrelevant, anyway. I just wanted to see if I could publish a book. The rest is frosting on the cake."

Diversity of SPO's schedule reflects student input

By Sibley George

The Student Programming Organization (SPO) has scheduled a mishmash of events for this semester, ranging from a punk-rock magic act to Stephen Spielberg's *Raiders of the Lost Ark* to a lecture by James Doohan, better known as Scotty on the long-running TV series *Star Trek*.

Scotty to visit

SPO provides the campus with educational and recreational programs.

According to SPO Student Director Gayle Spencer, the variety in this year's agenda reflects greater student input into SPO's programming decisions than in past years. She said more than 100 students have been recruited to serve on SPO's seven planning committees. "This way we have a lot more diversity," she said.

Spencer cited Doohan's lecture as one of this

semester's highlights. It coincides with the *Star Trek* Festival that is being held in Omaha on Feb. 11-13.

Tay Orr, chairperson of SPO's Issues and Ideas Committee, said Doohan will show "bloopers" from the TV series as well as "Seeds of Space," the *Star Trek* episode upon which the movie *Star Trek II: The Wrath of Khan*, is based. Doohan will also talk about his early acting career.

In addition, the video corner, on the lower level of the student center, will present *Melanie I and II*, two of the early TV episodes.

On March 16, Peter James, a former spy for the CIA and Air Force, will talk on international espionage. James was working for Pratt & Whitney Aircraft as a foreign technology expert when the CIA recruited him in 1965. As a result, he began to develop extensive contacts with Russian scientists, engineers and spies. James' presentation will incorporate highlights

from talks he delivers on the college lecture circuit.

In cooperation with the English department, the film committee is sponsoring a series of thrillers made in the 1940s, including *Mildred Pierce* and *The Postman Always Rings Twice*. Also scheduled are some recent releases, including *Poltergeist*, *Body Heat* and *Missing*.

The Coffee Spot series moves from the Donut Hole to the student center ballroom this semester. The series began last fall and features live musical acts.

Eight acts have been lined up for this season, which began Wednesday with Steve Epley, a musician out of Kansas City. Preston Love, an Omaha native and internationally renowned flutist-saxophonist, is scheduled for Feb. 16.

The video corner will feature three Lady May basketball games and a nostalgic film comedy festival. W.C. Fields, Laurel and Hardy

and the Three Stooges will be featured during the first three weeks of March.

More comedy will be presented when the "Amazing Jonathon," a punk-rock magician, goes through his paces at the student center in the Nebraska Room on April 1 at 11 a.m.

Highlights

Other SPO highlights:

— Yolanda Harrison, "From the Heart of a Black Woman," student center ballroom, Feb. 10, 7:30 p.m.

— All School Party, Carter Lake Warehouse, March 11, 9 p.m. to 1 a.m.

— Padre Island trip, March 18-27.

— Stephen Pollans, "Money and Credit," student center ballroom, March 31, 11 a.m.

— Catti James, "Experience in African Art," student center ballroom, April 6 at 7:30 p.m.

— All School Party, Carter Lake Warehouse, April 29, 9 p.m. to 1 a.m.

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Sports

NCAA Convention

Putting 'student' back in front of 'athlete'

By Henry Cordes

Don Leahy and Connie Claussen believe there was a theme to the 77th NCAA Convention.

"The mood was one of putting 'student' back in front of the word athlete," said Claussen, UNO coordinator of women's athletics. She represented UNO at the convention along with Athletic Director Leahy and Institutional Representative Larry Trussell.

The four-day convention last week in San Diego produced strong legislation relating to college athletes and their progress in the classroom. In the face of abuses that one delegate labeled an "open scandal" and the low number of scholarship athletes completing degrees, it was thought to be time for a change.

"These were the most significant steps taken since I've been connected with it," said Leahy, who was attending his ninth NCAA convention.

The convention produced two major propositions involving athletes and the classroom.

The first, Proposition 48, established minimum scores of 700 on the SAT and 15 on the ACT that must be achieved before a student-athlete can accept a Division I scholarship. The rule does not directly affect UNO, a Division II school.

The rule also established a core curriculum of English, science and math classes that the athlete must complete in high school with a 2.0 grade-point average.

After a 1½-hour debate, No. 48 was passed by the convention and is slated to take effect in August 1986. It was passed over the objection of the major black universities, which claimed the standard test scores were "racist."

UNL also voted against the measure, saying that it "discriminated."

A loophole, however, was written into No. 48. It said that any student that doesn't meet the test score requirement may still attend a Division I school but may not compete or practice during his freshman year.

The athlete still retains four years of eligibility, making the probationary year similar to a redshirt year.

Since the measure doesn't take affect until 1986, both Leahy and Claussen feel the convention has not seen the last of the test-score issue.

You're talking about 1986; a lot can happen between now and 1986," Claussen said. "It depends on how much politicking the black institutions do. It's a shame it had to become a black-white issue."

Leahy isn't so sure efforts to change No. 48 will be successful.

"You may see some efforts to reduce the minimum test scores, but I think they're going to find that once established, it will be difficult to get them reduced," he said. "I don't think they will be successful."

No. 48 does not apply to Division II schools, but if Leahy has his way, it will. He said he met with Chancellor Weber, Trussell and Claussen and discussed sponsoring an upgraded academic requirement for Division II in next year's convention.

"We feel with Division I having taken some steps, we should follow suit," Leahy said.

"I'm not sure we're interested in the test scores because of the controversy, but I think establishing hours that the athletes have to have in high school will be very good."

A second academic measure passed by the convention with little opposition was Proposition 56, which came under the heading "Satisfactory Progress."

No. 56, which applies to both Division I and Division II schools, simply says that any class an athlete takes must apply toward his declared degree. UNO voted in favor of 56.

Leahy said the rule will eliminate the so-called "Mickey Mouse courses," easy classes outside of the athlete's major he may take to stay eligible.

"Once you get there, you now have to work toward a degree to stay eligible," Leahy said.

Proposition 56 will take effect in August 1984.

A third rule, Proposition 57, also would have gone into effect in 1984, but was defeated at the convention.

Proposition 57 would have established a minimum grade-point average that student-athletes must maintain to remain eligible to compete.

On a 4.0 scale, a freshman student-athlete would have needed a 1.85 GPA to be eligible under No. 57. For the sophomore, junior and senior years, a 2.0 average would have been required.

Currently, schools establish their own minimum GPA requirements for athletes. At UNO, an athlete must maintain a 1.75 GPA. At some schools, according to Leahy, the minimum is only 1.2.

UNO voted in favor of no. 57. Claussen had trouble seeing why other schools

didn't. "The only thing that I could see is they think the institution should be able to set the grade-point averages," she said.

"But if you're interested in getting 'students' in the schools (with the new test standards), why shouldn't you be interested in having students while they are there?"

Claussen feels that most of the academic abuses the convention was cracking down on are confined to the Division I level, where the pressure to win is greatest.

"It was really a Division I convention," she said. "Most of the motions are geared to Division I, where they have serious problems."

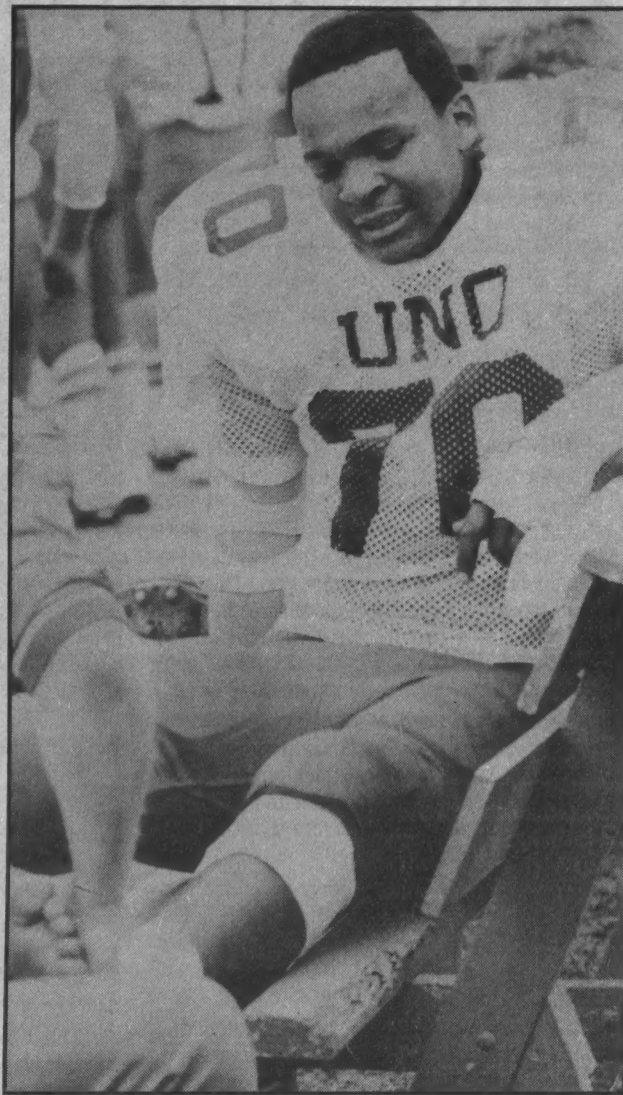
"I don't think we have those at Division II. I think we have 'student-athletes.'"

Leahy agreed.

"UNO took strong steps on our academic standards two years ago, making them as tough as those of any school on our schedule," he said.

"I'm not trying to say we don't have some academic risks or failures. But our coaches are really trying to improve on that."

"I'm confident our coaches are continually working to upgrade the value of the student-athlete concept."



Gateway file photo
Down but not out . . . Walker has his ankle attended to on the sidelines during a UNO game.

Senior Bowl to show 'How good' Walker is

By Henry Cordes

After three times being named to the All-North Central Conference team and being tabbed by two major All-American teams, John Walker said he still is not sure just how good he is.

The standout UNO defensive tackle expects to find the answer to that question Saturday, when he plays for the North squad in the Senior Bowl College All-Star football game at Mobile, Ala.

"It will be a challenge to me," said Walker, the only Division II player named to

either squad. "It will let me see just how good I am or just how good the Division I offensive linemen are."

But a lot more than Walker's personal pride is riding on the game, which will be televised live by ESPN at noon. He's looking ahead to professional football.

A good performance against his Division I opposition could greatly enhance his value in the upcoming National Football League draft.

"The Senior Bowl can really help me out, because the pro

(continued on page 8)

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Lady Mavs to face 'run and gun' Rebel attack

Mankenberg: We created our own problems

The nickname of the University of Nevada-Las Vegas men's basketball team is the Runnin' Rebels. UNO women's coach Cherri Mankenberg said that tag could just as easily apply to the Lady Rebels.

The 9-6 Lady Mavs will host 13-3 UNLV Saturday at 5:45, as the first half of a men's-women's basketball double-header in the Fieldhouse.

"They're run and gun," Mankenberg said of the high-scoring Division I team that has averaged 81.5 points per game this season.

"They've got strong, fast players, but if the break's not there, they'll be patient and set it up."

All five Lady Rebel starters are scoring in double figures, paced by 5-11 forward Penny Welsh, who is averaging 17.2 points per game.

She is joined by guards Misty Thomas (11.3) and Sonia Lykes (13.4), forward Rochelle Oliver (16.8) and center Donya Monroe (10.6).

Mankenberg said slowing down the fast break will be a challenge for her team.

"We'll have to slow down the outlet and be on the ball before they can release," she said. "If we get our share of boards, that will help."

"But we're not going to run with them; that's the worst thing we can do."

The Lady Mavs will be trying to rebound from Monday's 70-60 loss to cross-town rival Creighton. The loss, UNO's first to Creighton since 1973, broke a three-game UNO win streak.

UNO saved one of its worst performances of the year for the Lady Jays, hitting only 12 of 25 free-throw attempts and turning the ball over 32 times.

"That's the most (turnovers) we've had," said Mankenberg. "We didn't keep our poise at all on offense."

Mankenberg said the Lady Mavs also had trouble getting the ball to their posts, 6-6 Mary Henke-Anderson and 6-foot Lisa

Linthacum.

"We started out with two quick baskets after getting the ball to the posts," Mankenberg said. "But then we got a couple of turnovers and shied away from it. We didn't get position to back door, and it was there all night."

Anderson and Linthacum hit from inside to give the Lady Mavs a 4-0 lead in the opening minutes. That was the biggest lead either team would hold in the first half, which ended with Creighton leading 31-28.

UNO still trailed by three midway through the second half, but the Lady Jays ran off 10 straight points over the next 2:30

minutes to open up a 56-43 lead. The Lady Mavs would get no closer than nine after that.

Though Mankenberg felt the Lady Mavs created most of their own problems, she said the referees didn't help either.

"We played terrible and they (the officials) played terrible, too," she said. "There were a lot of little things that were ridiculous."

Mankenberg is confident her team will bounce back.

"They all felt real bad about that. They knew that if we had played well the game would have been ours."

UNO faces must-win games this weekend

UNO basketball coach Bob Hanson said the Mavericks have a chance to help themselves this weekend when they host conference foes St. Cloud State and Mankato State.

UNO, St. Cloud and Mankato compose half of a six-way tie for third place in the North Central Conference, all with 2-2 records. Wins in both games would let the Mavs thin the pack in the NCC.

Both the St. Cloud game Friday and the meeting with Mankato Saturday have 8 p.m. starting times in the UNO Fieldhouse.

North Dakota State, 4-0, tops the league with 3-1 Morning-side second.

"We certainly aren't sitting in the best spot," Hanson said. "But we have as good a chance as most teams in the league."

"We can't afford to drop any more home games if we want to contend," Hanson said, a message he has repeated for the past two weeks. He said the Mavs' only conference loss at home this season, a 55-54 setback to South Dakota State, still looms as a "very expensive game."

St. Cloud and Mankato were both Mav opponents earlier this

season. UNO defeated St. Cloud's Huskies 72-65 in the NCC Holiday Tournament and fell to Mankato 85-72 last week.

Hanson said he hopes his team can perform better against both teams the second time around, especially against Mankato. "Mankato is really playing well right now," he said.

Mankato's Mark Wackler and Stacy Ballard hurt the Mavs when the two teams met earlier. Ballard, a 7-foot center, worked inside for 16 points and 10 rebounds. Wackler, a 6-2 guard, did his damage from the outside, scoring 18 points.

Mankato will see a different UNO lineup this time. Following the loss to Mankato, sophomore Terry Sodawasser replaced Mike Millies at post for the Mavs. Hanson said Sodawasser will be in the starting lineup tonight.

In the previous meeting with St. Cloud, Huskie forward Mark Scheveck put on a one-man show with 22 points and 18 rebounds.

Junior guard Dean Thompson has led the Mavs in recent games, emerging from a slump to score 21, 27 and 24 points in his last three games.

"He's playing a lot better," Hanson said.

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UNO Sports Calendar

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Westling — UNO at Southwest Missouri Invitational at Springfield, Mo.
Saturday Women's basketball — Nevada-Las Vegas at UNO, Fieldhouse, 5:45 p.m.
Men's basketball — Mankato State at UNO, Fieldhouse, 8 p.m.

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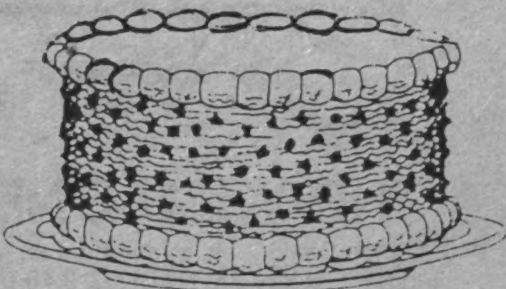
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Senior Bowl to test Walker

(continued from page 6) scouts haven't seen me play against the Division I guys," the 6-foot-5, 270-pound Walker said.

Walker said this pressure will make it a big game for him, probably his biggest.

"In a way I would say it is (my biggest game) because it can insure what kind of future I can have," he said. "It can upgrade my value or lower it. It will be a big game, an important one."

Walker, who is hoping to go in the first few rounds of the NFL draft, was only selected in the 12th round in this month's draft of the new United States Football League.

Walker is not disappointed by his low selection. He doesn't think it's indicative of what the NFL scouts are thinking.

He also said the 12th-round selection is misleading because only 12 teams draft in the USFL; 28 in the NFL.

Walker said his agent, Jerry Argowitz, believes from his talks with NFL teams that Walker should be a late second-round or early third-round selection.

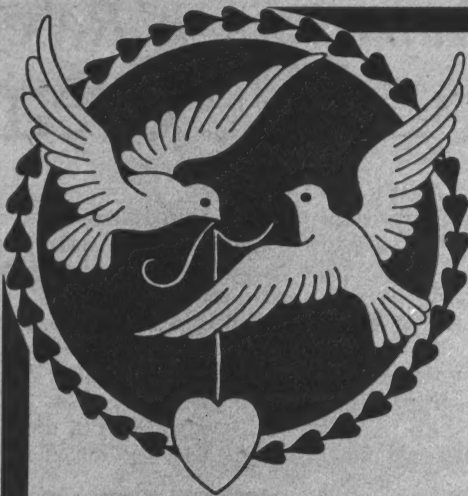
Walker said the NFL scouts like his size, agility and character. "I'm coachable," Walker said, "I think that's what that means."

Walker said the USFL team that drafted him, the Philadelphia Stars, hasn't talked much about money yet. But Walker said he is willing to listen to their offer.

"I'm pretty open to anything," he said. "I'd prefer to play in the NFL, but if the money's good and the opportunity is there, I wouldn't pass it up."

The NFL draft won't be held until March. With the USFL teams going to camp at the end of this month, Walker must decide on the USFL offer before the NFL draft is held.

"It's sort of a lot of pressure," Walker said. "But a guy has to think of where he's going to make the most money and he's got to take that chance."



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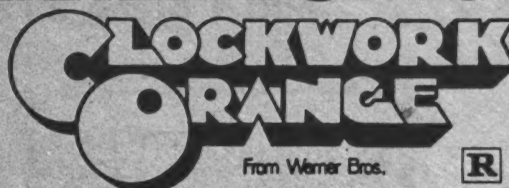
Fri., Jan. 21, at 5:15, 7:30 & 9:45 p.m.

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